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ABSTRACT

Accreditation by contract, a plan proposed by the National Association of Schools and Colleges, is based on the institution's commitment to comprehensive, continuous, and long-range planning and evaluation; its key is the development of an action plan for assessing and better meeting the needs of students and for evaluating the quality and effectiveness of the institution in terms of measurable results. The emphasis is changed from measuring input (in traditional accreditation) to measuring results, and from meeting minimal standards to achieving self-developed, contractual objectives. The purposes of this accreditation plan are to individualize institutional accreditation, implement comprehensive long-range planning, make the best use of resources, establish measurements of progress, make timely action possible, and demonstrate to the public the quality of programs. The steps of accreditation by contract are: (1) commitment; (2) application for preaccreditation status; (3) on-site visit; (4) planning of objectives; (5) approval by contract; (6) implementation; (7) evaluation; and (8) revision and up-dating. (MSE)

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ED134096

EDUCATIONAL IMPROVEMENT PROCESS
for
ACCREDITATION BY CONTRACT

Needs of Students
Institutional Goals
Curricular Programs
Program Goals
Objectives for Students
Objectives for Staff
Teaching-Learning Practices
Management Policies and Practices
Resources
Supporting Services
Performance Outcome Evaluation

HE 008 573

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

COMMISSION ON POSTSECONDARY EDUCATION
NATIONAL ASSOCIATION OF SCHOOLS AND COLLEGES
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PREFACE

PURPOSE

The purpose of this publication is to present an overview of the concept of accreditation by contract as proposed by the National Association of Schools and Colleges. A secondary purpose of the monograph is to identify a range of possible procedures or guidelines which might be utilized by institutions interested in the development of plans for (1) improving their educational services, (2) increasing their cost-effectiveness, and (3) achieving national accreditation by contract.

ORGANIZATION

The monograph is divided into two major sections. The first section treats the WHAT and WHY of contract accreditation.

> WHAT is involved in comprehensive educational planning and contract accreditation?
>
> WHY should an institution become involved in comprehensive educational planning and contract accreditation?

The second section treats a range of possible procedures which may be appropriate or serve as a guide for institutional use in the development of an educational improvement contract--the HOW.

> HOW does an institution go about comprehensive planning and developing an institutional improvement contract?

Whenever appropriate, charts and diagrams are utilized to highlight the basic concepts of this overview monograph. Rather than presenting exhaustive inventories of feasible procedures, an attempt has been made to

offer suggested approaches to reinforce the concept that limitless alternative solutions to institutional problems exist. The material presented herein is only for the purpose of guiding and stimulating thought and should be revised or new material developed to meet individual circumstances as the user sees fit.

Alternative institutions of higher learning both in the United States and abroad, despite wide variation in patterns, tend to fall within three general classifications or three bases for the awarding of degrees:

(1) The certifying institution which assesses, by examination and other forms of evaluation, the accomplishment of the student and takes no responsibility for his instruction;

(2) The certifying institution which approves the work of other institutions and awards degrees on the basis of the completion of that work, sometimes setting further requirements which must be satisfactorily accomplished before doing so; and

(3) The certifying institution which provides its own instruction through the utilization of a variety of flexible time/space learning approaches and undertakes to evaluate the learning outcomes in terms of some acceptable, pre-established, quality standards.

A fourth classification might consist of those institutions having characteristics common to both classifications 2 and 3 above.

The chief target of traditionalists' concern in regard to the awarding of external degrees by certifying institutions and programs centers on the absence of a residency requirement. Based upon the success and performance of holders of British external degrees, from the humblest to the most exalted, and the success of numerous external degree programs at the associate, the baccalaureate, and the master's levels in the United States, viewed with caution and against the long, rich history of the University of London and its various American counterparts, it seems reasonable to offer to Americans a degree wholly by examination. To be sure, the ultimate test lies in the capacity of the examination and other evaluative procedures, criteria, and materials employed to properly evaluate educational accomplishment. As expertise of such institutions grows and the range of measuring instruments--practical as well as theoretical--becomes broader, there seems no valid reason why a person wishing such a degree should not be able to test his or her capacity solely by examination.

By the same token, institutions desiring to enter into non-instructional degree-granting programs by assessment must be prepared to deal with the many problems and institutional issues which will obviously surface including but by no means limited to the following:

(1) What is the essential meaning of the degree or degrees to be designed?

(2) How compatible with customary academic procedures should the degree or degrees by assessment be? Should such degree requirements be stated in terms of credits, honor points,

recognized majors and minors, established patterns of specialization and distribution, grades, residence requirements, and other characteristics of American academic life in the last hundred years? Or should the newer degrees ignore standard arrangements and start afresh?

(3) How will the requirements for various level degrees be established and distinguished? How will the requirements for a master's degree differ from the requirements of a baccalaureate; and what knowledges, skills, and competencies should the doctoral degree candidate possess that would not be required or expected at the master's level? How are such differences in capacity determined? Who will be responsible for making these determinations and what qualifications do such decision makers possess to enable them to make such determinations?

(4) How is the program financed? At what costs and how are costs derived? How are costs charged to students and on what basis? What students and what numbers of students are to be served? What facilities? What faculty? What work load? What type of faculty compensation, etc.?

The suggestions offered in this booklet for the development of an accreditation contract through the planning, implementation, and evaluation of an instructional improvement program would obviously be of benefit only to instructional institutions.

Those institutions which choose to be known and evaluated as certifying institutions should be prepared to design, develop, implement, and continuously evaluate the effectiveness of a degree assessment plan which will assure and maintain an adequate level of quality control for each degree offered. The award of a given degree by assessment should certify that the knowledges, skills, competencies, and prognosis for success are at least comparable to those of students who have gone through more conventional channels to obtain the same degree.

The planners of assessment degrees are caught in a real dilemma. On one hand, they must be creative in rethinking the ends and means of a college education and in designing wholly new programs. If they move too far in this direction, however, they may isolate their students from the mainstream of past and present education. Can academic credit already earned be used in the assessment program, and if students of the assessment program want to convert later to other programs, will they have difficulty securing recognition for what they have learned? On the other hand, if the planners of a new degree program rigorously follow current patterns of internal or conventional requirements so that credit can be easily converted, the advantages of innovation and creativity in both ends and means may be lost; students may wind up with routines established for other kinds of students in other places.

Such matters ultimately rest on the situation faced by each individual institution and must be considered in terms of the institution's objectives, its clientele, and its resources and must be evaluated both in

terms of its measured performance in carrying out its objectives and how the capacity of students certified by assessment compares with that of students certified on the basis of more conventional means.

SECTION I

THE SCOPE AND PURPOSE OF ACCREDITATION BY CONTRACT

What is Accreditation by Contract?

Granting accreditation on the basis of an institution's commitment to comprehensive, continuous, long-range planning and evaluation is an innovative concept in the accrediting of institutions of higher learning. The key to contract accreditation is the development and implementation of an action plan for assessing and better meeting the educational needs of students and evaluating the quality and effectiveness of the institution in terms of its measurable results. Under the newer format, a preaccreditation status is granted when such a plan is entered into by the institution. Fully accredited status is granted, usually within approximately five to six years, when the long-range plan for educational improvement has been formally developed by the institution and is entered into as a contract between the institution and the National Association of Schools and Colleges.

This unique accreditation program offers institutions the opportunity to establish a preaccreditation status during the developmental period and become fully accredited on the basis of developing institutional and program goals, specific performance objectives uniquely suited to the individual offerings of the institutions in terms of the educational needs of their students, carrying out a planned series of appropriate activities designed to attain those stated objectives and a carefully designed program of evaluation to determine program and institutional effectiveness as measured by the learning outcomes

of students in terms of the stated objectives of institutional programs and offerings.

The focus is on the qualitative aspects of the future, not the quantitative standards of the past. The emphasis is changed from measuring inputs to measuring results and from meeting minimal standards to striving for the accomplishment of self-developed objectives which reflect the needs, aspirations, and capabilities of the institution and its constituency. General goals, restated in the form of specific objectives, plus an accompanying action and evaluation plan are incorporated into a contract. Agreement to the contract and its subsequent implementation, evaluation and continuous improvement constitute continued accreditation of the institution.

Characteristics

The action plan, which is the heart of accreditation by contract, has been characterized as comprehensive, continuous, and long-range.

To be comprehensive, educational planning must first be based upon broad and intensive institutional-constituency involvement. What parents, students, faculty and staff, board members and concerned citizens say about quality education is crucial in the development of any contract-accreditation plan. Second, to develop, implement and evaluate a comprehensive plan for quality education, the interrelationship and interdependence of every educational need, goal, objective, program, offering, practice, service, and resource must be thoroughly studied and questioned. The following list of representative questions is suggested as one approach to comprehensive educational planning which might be utilized or revised. The interrelationship of such questions,

individually and as groups, is perceived as crucial.

BASIC ELEMENTS OF AN ACCREDITATION CONTRACT

1. What Students Are To Be Served?
2. What Are the Educational Needs of Those Students?
3. What Are the General Institutional Goals?
4. What Programs, Practices, and Services Are Necessary?
5. What Are the General Goals of Each Program as Related to Institutional Goals?
6. What Are the Specific Measurable Objectives of Each Offering Within Each Program?
   - A. What Knowledge?
   - B. What Skills?
   - C. What Attitudes?
7. How Do the Specific Objectives Relate to the Program Goals?
8. What Resources?
   - A. What, Who, and to What Extent of Outside Involvement?
   - B. What Personnel?
   - C. What Facilities?
   - D. What Funding?
9. How Evaluated?
   - A. What Standard of Accomplishment?
     1. All Students All Objectives?
     2. Majority of Students All Objectives?
     3. Majority of Students Majority of Objectives?
   - B. What Level of Proficiency or Competency?
   - C. What Level of Expenditure is Deemed Desirable for Each Program?

In summary, institutional goals and student needs should be identified by broad and intensive institution-constituency involvement. Programs should be planned to accomplish the established institutional goals or goals should be reduced if resources will obviously not permit programs to cover the full spectrum of identified goals. After the goals of each program have been identified, offerings should be planned and specific measurable objectives developed to accomplish the goals of the various programs. Operational and

administrative procedures, practices, and services should be designed to attain these objectives, and all available institutional-constituency resources should be utilized to support these activities. The evaluation component should be designed to provide the type of hard data needed to determine the extent of effectiveness of each program and offering in terms of accomplished specific objectives. Constant attention to the interrelationship and interdependence of means and ends is the essence of comprehensive planning.

Planning is continuous when a series of appraisal checkpoints is built into the plan to insure that the means selected are achieving the ends desired. These checkpoints should be built in (1) during the identification of needs, goals and objectives, (2) during the development of an action plan to meet those needs, (3) during the implementation of the plan, and (4) during the evaluation of the learning outcomes which result. Continuous planning is a matter of constantly double-checking--to determine if in fact the "foot-bone" (resources) is connected to the "leg-bone" (programs, practices and services) is connected to the "hip-bone" (specific objectives) is connected to the "chest-bone" (institutional and program goals) is connected to the "head-bone" (student needs). The evaluation component should be designed to answer such crucial questions as: Were all voices heard in the identification of student needs? Does each statement relate directly to one or more of the identified needs? Has each goal, institutional and program, been restated in terms of specific, measurable objectives? Have all programs, practices, and services of the institution been directly related to these objectives? Are all available resources being used most effectively to support the plan? Are objectives

being accomplished and to what extent? Are corrective revisions necessary to improve the plan? The essence of continuous planning is continuous evaluation.

Long-range planning is usually considered to be for a period of at least five years. This might consist of two years in Correspondent status and three years in Candidate for Accreditation status or five years in Candidate for Accreditation status if Correspondent status was by-passed. More exactly, whether or not a plan is long-range or short-range depends upon the purpose for which it was designed. A five-year plan for a particular building program would be short-range planning; ten to twenty years would be more appropriate. A ten-year plan for expanding the supporting services of an institution would appear to be overly long; five years would be more appropriate. By planning ahead for a sufficient amount of time, much desirable change can be brought about and much undesirable change can be prevented. In education, planning only one year at a time encourages day-to-day brush fire tactics and crash programs. A five-year plan, updated one year each year, provides an operational guide for each of its successive years and a systematic way of coping with the inevitability and acceleration of change. Educational improvement is a process of both conservation and change. A change without conservation may be a change from nothing to nothing. Taking the necessary steps on time is the essence of constructive long-range planning.

WHAT IS THE PURPOSE OF ACCREDITATION BY CONTRACT?

Better education through better planning is the purpose central to accreditation by contract. More specifically, accreditation by contract is proposed as:

1. A way to individualize accreditation by basing it on the particular needs of the students served by each institution.

2. A way to implement comprehensive, continuous, long-range planning by establishing specific faculty and staff responsibilities and institution-wide procedures.

3. A way to make the best possible use of all available resources by better relating (a) institution and constituency; (b) needs, goals, and objectives; (c) programs, practices, and services; (d) program planning and budgeting; (e) inputs, processes, outcomes; and (f) cost-effectiveness of programs.

4. A way to determine results by establishing measurable objectives.

5. A way to take timely action by charting a long-range operational plan of who is to do what at what time.

6. A way to demonstrate the quality of programs maintained by the institution for the benefit and protection of the public interest.

SECTION 2

PROCEDURES FOR DEVELOPING AN ACCREDITATION CONTRACT

What Are the Basic Steps?

Contracts should be individually designed to recognize differences in needs, philosophies, missions, organizational structures, and resources existing among individual institutions. However, certain basic steps leading to the development of the accreditation contract are common.

BASIC STEPS OF ACCREDITATION BY CONTRACT

WHAT?	HOW?	WHO?
1. Commitment	Letter of Intent	Governing Board and Chief Administrative Officer
2. Application for Appropriate Preaccreditation Status	Planning Document Copy of Charter (if private) Copies of Catalog (if available) Letter of Intent (if not previously submitted)	Administrative Staff and Faculty
3. On-Site Visit	Visiting Committee	Evaluators Appointed by the Association
4. Planning		
A. Where Are We?	Identify Needs	Staff-Constituency Including faculty, students, parents, citizens and Board Members
B. Where Do We Want To Be?	Establish Goal Priorities (Institutional Goals Inventory)	
C. How Do We Get There?	Develop Programs and Objectives	Faculty, Administration, and Consultants
5. Approval	Contract	Governing Board of Institution and Board of Directors of NASC
6. Implementation	Management by Objectives	Institutional Staff
7. Evaluation	Continuous Application of Evaluation Design Written Annual Reports Biennial Visits	Institutional Staff Evaluators Assigned by NASC
8. Revision & Up-Dating	Continuous with Annual Reporting	Institutional Staff

Step 1: Commitment The first step to be taken should be a letter of intent from the governing body of the institution to the Office of the Executive Director of the National Association of Schools and Colleges indicating the institution's interest and desire to enter into the planning activities leading to accreditation by contract with the Association.

Step 2: Application for Preaccreditation Status Any eligible institution, accredited or non-accredited, may develop and submit an application for either Correspondent status or the status of Candidate for Accreditation, whichever is appropriate, to the Office of the Executive Director of the Association. The following documents constitute the application:

1. Five copies of the Correspondent or Candidate for Accreditation Planning Document compiled in accordance with the instructions provided. (Five additional copies of the Document should be held at the institution for later mailing to a Review Committee of the Association).

2. Five copies of the institution's catalog, if such is available.

3. A "letter of intent" stating that the institution plans to seek "Accreditation By Contract" with the Association. This "letter of intent" should indicate that the board of control of the institution and its chief administrative officer have authorized the institution's application for the appropriate preaccreditation status.

4. If the institution is private, a copy of its Articles of Incorporation, Charter, or any other document showing legal authorization to operate, from the appropriate governmental agency.

Before launching into the great variety of activities involved in developing the planning document, a pre-planning phase is necessary to decide how to go about those activities. Many people in many roles will be necessary. The institutional staff, students, and other representatives of the broad constituency will almost certainly have been involved in the decision of the board of control

to participate in the contract accreditation program. If this has not been the case, the pre-planning stage is an excellent time for such consultation and involvement to begin. Immediate and continuous involvement of all segments of the institution's constituency is crucial in the development of long-range plans for educational improvement. Faculty, students, parents of students, administrators, board members, potential employers of students and graduates, and other interested and concerned citizens--all should be involved, representing every social, economic, racial and ethnic group of the constituency.

A coordinating or steering committee is usually given the responsibility for answering such pre-planning questions as:

1. What public information procedures will be necessary to bring about the involvement of all segments of the broad constituency?

2. What jobs will need to be done, and how will they be shared? A checklist or chart such as the following is only one of many possible ways of analyzing who needs to do what and developing an organizational structure.

3. Are any changes necessary in the present assignments of the staff? What outside consultant services may be desirable?

4. Should assignments and committees be organized institution-wide, by divisions, departments, schools, colleges, or a combination of these?

The Planning Document should present the most accurate picture possible of the institution as presently operated together with indicated changes and modifications which are expected to occur during the next five years.

The focus of the application for a preaccreditation status is on the institution's planning, its current stage of development, and on its potential for implementing the Association's Instructional Improvement Process during the next five to six years.

Granting a preaccreditation status on the basis of an institution's commitment to comprehensive, continuous, long-range planning is an innovative concept in the accreditation of higher educational institutions. The key to contract accreditation is the development, implementation and evaluation of an action plan for better meeting the educational needs of students. Under this new format, an appropriate preaccreditation status is granted when such a plan is initiated with ultimate accreditation being granted when the final plan has been developed and entered into as a contract between the institution and the Association. The focus is on the requirements of the future, as opposed to the standards of the past. The emphasis is changed from measuring quantitative inputs to measuring results and from meeting minimal standards to striving for the attainment of self-developed objectives which reflect the needs, aspirations, and capabilities of the individual institution and the best thinking of its constituency.

In order for the Association to be of maximum benefit to the institution, it is imperative that the initial Planning Document presents a true and accurate assessment of where the institution actually is in its development.

Incomplete applications shall be returned to the institution along with all pertinent instructions for completion within 30 days of the date of receipt by the Association.

ORGANIZATION

What People, How Many, In What Combinations, Are Necessary For What Jobs?	Parents	Students	Teachers	Administrators	Board Members	Concerned Citizens	Other	Other	
1. Express concerns about education									
2. Review concerns about education									
3. Provide facts about education									
4. Review facts about education									
5. Identify range of student needs									
6. Review range of student needs									
7. Establish priority of student needs									
8. Develop range of general goals for students									
9. Review range of general goals for students									
10. Establish priority of student goals									
11. Develop range of specific objectives for students									
12. Review range of specific objectives for students									
13. Establish priority of student objectives									
14. Develop alternative plans or "mixes" of --									
a. Curricular and cocurricular activities									
b. Teaching practices and management practices									
c. Supporting services for students, staff, and community									
d. Available resources of people, places, things, and dollars									
15. Review alternative plans									
16. Propose range of selected plans									
17. Complete the selection of operational plans									
18. Implement the plans									
19. Oversee the plans									
20. Make necessary adjustments									
21. Evaluate the results									
22. Report the results									
23. Improve the plan									
24. Other									

Step 3: On-Site Visit The purpose of the on-site visit is to allow the Association, through its representatives, an opportunity to observe the institution in operation, to determine the extent to which the institution's Planning Document coincides with actual practice, to identify any observed strengths, weaknesses, and potential problem areas which may have been overlooked by the planning committees, and to provide constructive input in the form of suggestions and recommendations into the long-range planning process.

The Association attempts to meet the needs of a wide variety of post-secondary institutions; consequently, information contained in the various documents of the Application assists the Association in determining the number of evaluators to be appointed, the expertise necessary for the composition of the visiting team and the selection and appointment of the visiting team members.

Within 90 days following the filing of a completed application by an eligible institution and the Association's formal acceptance of the same, a team of competent evaluators is appointed by the Association to make an on-site visit to the institution. This visit culminates in a written Report of the Visit which is utilized by the Review Committee and the Commission in formulating their recommendations to the Board of Directors concerning the Association's action on the institution's Application for a preaccreditation status. Further information concerning the On-Site Visit is contained in the Association's Program for Institutions of Higher Education Seeking Membership In and a Preaccreditation Status With the National Association of Schools and Colleges, which may be obtained from the Office of the Executive Director.

Step 4: Planning the Contract The major steps of developing a plan of action can be analyzed as follows:

PLANNING

A. Analysis of Problem		B. Development of Solutions	
Where Are We?	Where Do We Want To Go?	How Do We Get There?	How Will We Know?

The first half of the planning procedure is to analyze the problem. Before developing a solution to any problem, the problem or needs should be thoroughly analyzed. Needs can be defined as the difference or distance between (1) where we are and (2) where we would like to be. Once this difference is determined, solutions can be developed for closing the gap.

The second half of the planning procedure is to develop a solution to the problem. Once the problem or need has been identified, the development of a solution is a matter of deciding upon (1) ways to close the gap as well as (2) ways to measure the extent to which the gap is being closed.

A. Where Are We? Where Do We Want To Go?

The first step in educational planning is to analyze both the present status and the future aspirations of the given institution. Looking at where one is in the light of where one would like to be and vice versa are mutually helpful ways of analyzing the problem. Analyzing the facts about where one is can bring to light previously undiscovered student needs and therefore necessitates a change of goals and objectives. Analyzing concerns about where one wants to go can make apparent the necessity for collecting facts about the present

which were not previously considered important.

The educational hopes and aspirations of a constituency are likely to be as varied as the groups involved -- parent, student, faculty, administrator, board member, concerned citizen. The students' goals for themselves and the parents' goals for their children do not always coincide. The parent's goals for the student and the professor's goals for the student may not coincide. The hopes and aspirations of parent, student, professor, employer, etc., their concerns and their beliefs about what education should mean and do for students can be determined by a variety of fact-finding and opinion surveys.

At this point planners have a choice of the order in which they wish to take the following steps. The choice is more a matter of emphasis than it is an either/or decision.

1. The institution can choose to ask first "Where Are We" and study the basic facts about students, constituency and institution.

2. Or, the institution can choose to ask first "Where Do We Want to Go" and poll constituency opinion about educational needs and educational goals. (The Institutional Goals Inventory available through the Educational Testing Services is a valuable instrument for determining goal priorities).

3. Or, the institution can choose to combine these two steps by constantly checking future aspirations against present facts and vice versa.

Starting with the emphasis on future aspirations or goals stimulates a fresh, sky-is-the-limit approach; starting with an emphasis on the present tends to make it difficult to free oneself from the bonds of the status quo.

The advantages are mixed. The logical first step is to start with the facts about the present. A psychological first step would be to start with

aspirations about the future. Fortunately, in practice, the two approaches tend to merge. Facts about the present soon become the basis of projections about the future, and aspirations for the future begin with concerns about present needs.

1. Student Needs and Goals Analysis

Goals are derived from the felt needs that people have. Completion of the following charts on student needs and student goals is suggested as a way to analyze the similarities and differences of opinion expressed by the participating groups.

The Institutional Goals Inventory was developed by and may be purchased from the Educational Testing Service and is considered an excellent tool to help college constituencies delineate goals and establish priorities among them. The instrument does not tell institutions what to do in order to reach the goals. Instead, it provides a means by which many individuals and constituent groups can contribute their thinking about desired institutional goals. Summaries of the results of this thinking then provide a basis for reasoned deliberating toward final definition of institutional goals.

The Inventory was designed to embrace possible goals of all types of American postsecondary institutions--universities, church-related colleges, junior/community colleges, etc. Most of the goal statements in the Inventory refer to what may be thought of as "output" or "outcome" goals--substantive objectives colleges may seek to achieve (e.g., qualities of graduating students, research emphasis, kinds of public service). Statements toward the end of the instrument relate to "process" goals--goals having to do with campus climate

and the educational process. Results will be summarized for groups--faculty, students, trustees, potential employers, etc. The Inventory is intended to be completely confidential and in no instance will responses of individuals be reported.

The pattern of goals which emerges will provide a framework for arriving at a consensus about common major goals and any associated sub-goals. Such a graphic summary will also facilitate the analysis of goals and sub-goals for purposes of putting them in priority order. These proposed goals and their order of priority should then be considered tentative until thoroughly checked against factual surveys of student and constituency needs and further checked as information about present institutional programs, staffing, facilities, and finance is compiled. It is likely that as facts are analyzed, it will be necessary to revise certain goal statements, to combine or add others, and to change the order of priority. Until all the facts about student, constituency, and institution have been weighed, the proposed goals should be considered tentative and subject to revision.

2. Quality Education Analysis

Before taking up the more quantifiable facts about students, constituency, programs, staff, facilities, and finance, three areas which are basic to the quality of an educational system need attention. The three areas are (1) institutional policies and practices, (2) instructional practices, and (3) program management practices. More specifically, the quality of an educational system depends upon (1) an environment which encourages learning, (2) the faculty's performance in facilitating the learning process, and (3) the administration's and faculty's skill in program planning and evaluation. Using the right approach, with the right

student, at the right time is the ultimate measure of quality education. Although quality is extremely difficult to measure, a range of practices can be observed in each of the three areas mentioned.

(1) Institutional Policies and Practices To what extent do present institutional policies and practices encourage such personal and social qualities as self-confidence, self-discipline, and self-direction? In view of proposed future goals, will changes in practice be necessary?

To what extent do these policies and practices emphasize -- physical, emotional, social, and cultural development; democratic student and staff relationships; student leadership and service; student involvement in school planning?

To what extent do institutional policies and practices emphasize -- skills of inquiry and critical judgment; creativity and constructive use of leisure time; student out-of-school achievements?

What provisions are there for -- students with learning disabilities; students with special abilities, aptitudes and interests; employed youth?

What provisions are there for -- individualized diagnosis of student needs; individualized instruction; individualized learning activities; individualized student use of materials and equipment; and individualized student-professor relationships?

What curriculum provisions are there for -- exploratory studies in depth, and inter-discipline studies; for on-the-job training, summer programs, continuing education programs, off-campus credit, and credit by examination, etc.?

What provisions are there for -- attendance services, financial aid services, career guidance services?

(2) Instructional Practices To what extent does the institution have flexible instructional practices appropriate to the learning process? Again, in view of proposed future goals, will changes in present practices be necessary?

(Instructional Practices cont'd)

What are the principal methods of instruction? What methods are desirable?

Lecture	Student demonstrations
Drill	Problem solving activities
Teacher questions	Individual projects
Student questions	Group projects
Teacher answers	Experimentation
Student answers	Laboratory work
Teacher-led discussions	Shop work
Student-led discussions	Field trips
Teacher demonstrations	Field experience
On-the-job training	Independent study (on and/or off campus)

What are the principal student-teacher contacts?

Single teacher	Television course
Team teaching	Self-teaching device
Small group (10 or less)	Aide supervision
Large group (30 or more)	Student supervision
Sequence of teachers	On-the-job supervision
Correspondence course	Individual advisement

What are the principal instructional materials?

Basic text	Newspapers, magazines
Workbooks	Teacher prepared materials
Multiple texts	Audio-visual materials
Library references	Programmed materials
	Guided research

(3) Program Management Practices To what extent do present program managment practices include the following? Will changes be necessary? What changes?

Institution-constituency planning; institution-home planning; institution-student planning; administrator-staff planning; teacher-teacher planning; teacher-student planning; student-student planning; school-school planning?

Coordination with community college or four-year colleges; with such related agencies as health and welfare, employment, law enforcement, and recreation?

Assigned responsibilities for planning and evaluation?
Designated procedures for planning and evaluation?

Formal procedures for:
- Maintaining an institution-wide information base?
- Identifying problems and educational needs?
- Establishing priorities of goals and objectives?
- Developing and improving programs?
- Evaluating programs?
- Reporting results?

Staff development programs for:
- Understanding student attitudes?
- Diagnosing student learning difficulties?
- Planning learning activities?
- Correlating activities in curricular and cocurricular areas?
- Evaluating learning outcomes?

3. Student Information Analysis

It is suggested that a check list be developed showing an institution-wide range of information about students and their backgrounds. Such facts will be highly significant not only for supporting constructive change in student goals and objectives but also for decisions about curricular, cocurricular and necessary supportive programs, staffing, facilities, and fundings of programs.

4. Program Information Analysis

The development of a chart is again suggested as one way of analyzing the existing and future academic programs and offerings in terms of established institutional goals and student needs. For this purpose, a chart such as the following should suffice:

PROGRAM INFORMATION CHART

Academic Area	Goal Number	Associate Degree		Bachelor's Degree B.A.,B.S.,etc.		Master's Degree M.A., M.S., etc.		Doctor's Degree (Identify) D.A., Ed.D.,Ph.D.,etc.	
		Present	Proposed	Present	Proposed	Present	Proposed	Present	Proposed

ANALYSIS OF PRESENT CURRICULAR OFFERINGS
AS RELATED TO IDENTIFIED GOALS AND OBJECTIVES

CURRICULAR PROGRAMS	A. Goal No. 1	Objective No. 1	Objective No. 2	Etc.	B. Goal No. 2	Objective No. 1	Objective No. 2	Objective No. 3	Etc.	C. Goal No. 3	Objective No. 1	Objective No. 2	Objective No. 3	Etc.	Continue a complete listing of identified goals and the specific objectives for each
Degrees Offered															
Academic Area															
1. Assoc. Degree															
2. Bachelor's															
3. Etc.															
4.															
Academic Area															
1.															
2.															
3.															
4.															

Checking a chart such as the above is one way of analyzing the existing educational offerings in terms of the identified goals and objectives of the institution. Under Curricular Programs, space should be provided for the listing of all degree programs currently offered, by Academic Areas. Such forms should be developed in such a manner as to provide the amount of space at the top to list the identified goals, in order of priority, and their objectives. In the spaces to the right of each degree listed and under the goals and objectives, a check mark should be placed to

indicate the general goals and the objectives currently supported by existing programs. The check mark entered in the proper space would indicate that the program so checked supports the goals and objectives under which it is entered.

The user may wish to subdivide the curricular program (the degree program) into specific course offerings and thus make a much more detailed analysis of the relationship of courses to programs and programs to the general institutional goals and specific objectives.

Relating present programs to desired goals and objectives may reveal ways to combine existing programs for greater cost-effectiveness. Such analysis may also refine further the proposed list of future goals and objectives and may reveal the need for revising certain existing programs, for dropping some, or for adding others. Consequently, such a chart can be used to analyze both present and future program requirements and both present and future goals and objectives--both where you are and where you want to go.

5. Staff Information Analysis

Without the appropriate number of the right people in the right place at the right time, the best intentioned programs cannot experience the desired level of cost-effectiveness. The following facts about assignments, work loads, turnover rates, and salaries are necessary for (1) analyzing the strengths and weaknesses of staffing present programs and (2) projecting the kinds and numbers of personnel necessary to implement revised or new programs. For the most part, this section deals with the quantifiable aspects of staffing.

For a qualitative as well as quantitative analysis, the findings of this section must be combined with the findings about staff practices treated in the previous section entitled "Quality Education."

STAFF ANALYSIS BY POSITION, LEVEL, RATIO, & EXPENDITURE
(Expand and modify as necessary)

	Undergraduate			Graduate		
	Number	Student Ratio	Combined Salaries	Number	Student Ratio	Combined Salaries
Administrative Staff _____ _____ _____ _____ _____						
Instructional Staff By Programs: (Program) _____ _____ _____ (Program) _____ _____ _____ Etc.						
Supportive Staff _____ _____ _____						

TURNOVER RATE AND ANNUAL SALARY BY POSITION AND LEVEL

Positions	Undergraduate			Graduate
	No.	Turnover Rate	Annual Salary	
Administrative Staff _____ _____ _____				
Instructional Staff _____ _____ _____ _____				
Supportive Staff _____ _____ _____ _____				

STAFF EXPERIENCE AND EDUCATION

1. Years of experience in educational administration of chief administrative officer — 1. _____
2. Highest degree held by chief administrative officer — 2. _____
3. Major area of study of chief administrative officer — 3. _____
4. Average number of years experience for administrative staff — 4. _____
5. Percent of administrative staff having completed a graduate program in educational administration — 5. _____
6. Percent of administrative staff having completed a doctoral program — 6. _____
7. Average number of years experience of instructional staff — 7. _____
8. Percent of instructional staff holding master's degree — 8. _____
9. Percent of instructional staff holding earned doctorates — 9. _____
10. Percent of administrative staff presently engaged in an advanced degree program — 10. _____
11. Percent of instructional staff presently engaged in an advanced degree program — 11. _____
12. Percent of instructional staff teaching the major part of their time in their major field — 12. _____
13. Percent of total salary expenditure paid for administrative functions — 13. _____
14. Percent of total salary expenditure paid for instructional functions — 14. _____
15. Percent of total salary expenditure paid for supportive functions — 15. _____

6. Facilities Information Analysis

Short and long-range planning necessitate careful analysis of present and projected space requirements. Present and projected instructional or supportive programs depend upon the availability of appropriate facilities which, in time, have major significance for budgeting. The following chart may suggest some requirements and/or solutions for needed short-range and/or long-range facility plans.

BUILDING ANALYSIS

Type of Space	Not deemed Necessary	Satis-factory	Needed	Solution of Need Rental	Solution of Need Construction
Classroom					
Small-group areas					
Large-group areas					
Art rooms					
Music rooms					
Business Ed. rooms					
Home Economics					
Shop areas					
Laboratories					
Facilities for handicapped					
Library					
Audio-visual areas					
Independent study					
Outdoor Education					
Auditorium					
Gymnasium					
Cafeteria					
Student lounge					
Faculty lounge					
Book store					
Multi-purpose					
Administration offices					
Other:					

7. Financial Information Analysis

The following charts are suggested for the purpose of analyzing the past, present and projected financial resources of the institution and should be given the most careful consideration in terms of programs to be maintained and goals to be adopted or given priority:

ANNUAL INCOME BY SOURCE

By Source of Revenue	2 Yrs. Ago	1 Yr Ago	This Yr.	Project. Next Yr.
Annual Totals				

FIXED ANNUAL EXPENDITURES BY FUNCTION

Function	ACTUAL 2 Yrs. Ago	ACTUAL Last Year	ACTUAL This Year	PROJECTED Next Year
Salaries				
Fixed Charges				
Honorariums				
Facility Payments/Rent				
Instructional Materials				
Other:				
Annual Totals				

SUMMARY

The two questions "Where are we" and "Where do we want to go" should now be answered. Future goals, proposed tentatively at the outset, should have been checked against factual surveys of the broad constituency, current institutional practices, programs and resources. Priorities should have been established and goal statements should now be in their final form, ready for the development of implementation and evaluation plans. The factual analysis of institutional practices, programs, and resources will provide the basis for the development of those action plans necessary to bridge the gap between where the institution and its constituency finds itself and where it expects to go.

B. How Do We Get There? How Will We Know?

The institution which has decided to change its present educational destination or to reach its present destination by a new route will have to develop new plans or revise old plans to do so. New or revised goals for students will require new or revised plans to reach them. The development of plans is equally necessary if the decision is to retain present goals but to try to reach them by a different mix of institutional practices, programs, and resources. A change of educational goals for students or a change of approach by the staff will necessitate the development of new operational plans.

PROGRAM DEVELOPMENT

Goal statements are general in nature, expressing broad expectations about what education should mean and do for the student--for example: to help the student lead a rewarding and satisfying life; to help the student prepare

for the world of work; to help the student understand man and society; to help the student understand himself; to help the student define problems and think for himself.

Because goal statements present such broad and general targets, it is difficult to "zero-in" on them. However, general goal areas can be subdivided into specific, measurable objectives which can be zeroed-in as measurable targets. The accuracy with which these specific targets are hit measures the extent to which the general goal is reached. Goals, then, are general statements; objectives are specific statements saying who is to do what, when and how well. Measurable objectives are the key to measuring student progress and evaluating programs.

Writing measurable objectives is made easier if a "formula" or set pattern is followed. One such formula is made up of the following five parts:

1. The Rationale: To achieve such and such an objective,
   (To collect the full reward,)
2. The Performer: The individual, organization, or group,
   (the bounty hunter,)
3. The Conditions: Under such and such "controlled" conditions,
   (without the aid of a second party,)
4. Performance: Will do such and such,
   (will bring in Bad Bill,)
5. The Standards: Attainment to be measured by such and such standards.
   (dead or alive, by July 4, 1846.)

The objective may be put in two or more sentences to avoid awkwardness. The parts of the "formula" need not appear in any set order, though it is helpful to establish a pattern. Not all parts need to be stated in every instance; however, parts (2) The Performer, (4) The Performance, and (5) The Standards should always be included if the objective is to be measurable.

The verb or verbal expression in the performance statement (#4) is the key to stating an objective in observable, measurable terms. If performance is not directly or indirectly observable, it is not measurable. Following are two lists of contrasting verbs or verbal expressions. Those on the left are directly observable. Those on the right are not, by themselves, observable. For such verbs or verbal expressions to be observable, a modifying expression must be added--for example: he "is interested" in the subject as demonstrated by the number of questions he asks, the number of positive responses on an interest inventory, the number of articles and books he reads about the subject, the extent to which he participates in class discussions about the subject, the extent to which he continues to study the subject on his own, etc.

Directly Observable		Indirectly Observable
Identify	Read, Write	Be interested, Have an interest in
Name	Add, Subtract	Appreciate, Be appreciative
State a rule	Weigh, Measure	Know, Be knowledgeable about
Distinguish	Give, Take	Understand, Have an understanding of
Demonstrate	Run, Jump	Be aware of, Have an awareness of
Apply a rule	Build, Paint	Be motivated to
Order	Smile, Frown	Be able to
Describe	Argue, Agree	Be capable of
Construct	Ask, Answer	Be satisfied with
Interpret	Join, Share	Think, See, Hear, Listen

(Suggested reference: Gronlund, Norman E., Stating Behavioral Objectives for Classroom Instruction. New York: Macmillan Co., 1970.)

The distinction between "goal" and "objective" is essential when developing implementation plans. Each general goal is subdivided into specific, measurable objectives. Plans are then designed to achieve those specific objectives. The interrelationship of goals, main objectives, and sub-objectives can be likened to a "ladder of means and ends."

MEANS-ENDS "LADDER"

To accomplish Z,
Y must be done.

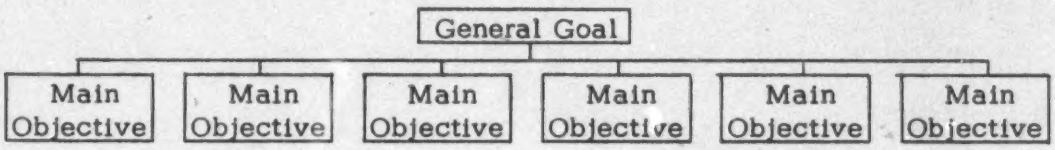
To accomplish Y,
X must be done.

To accomplish X,
W must be done.

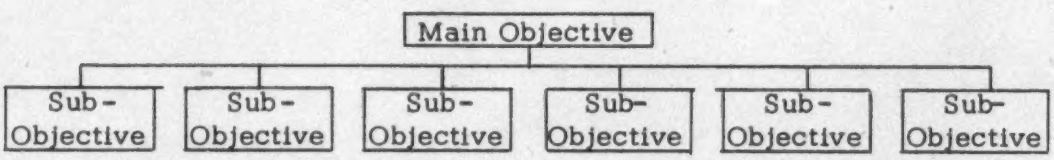
To accomplish W,
V must be done.

etc.

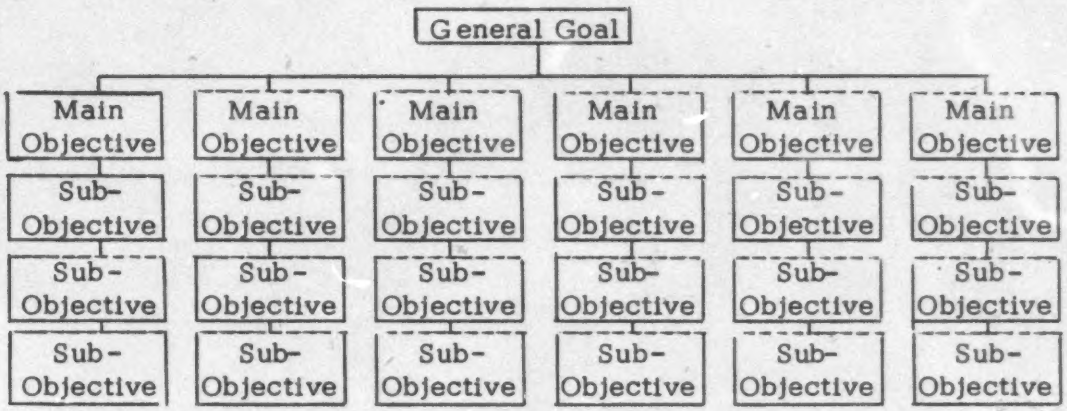
A general goal may be subdivided into one or more main objectives as follows:



In turn, main objectives can be subdivided into specific sub-objectives which contribute to the achievement of the main objective and should also be put in measurable terms.



Implementation plans consist of specifying what general goal is to be implemented by what main objectives which are to be implemented by what sub-objectives.



The development of such a ladder or ladders of means and ends applies equally to what must be accomplished by students and what must be accomplished by the staff to enable students to accomplish their objectives. For purposes of distinguishing between student objectives and staff objectives, two terms are suggested:

BEHAVIORAL OBJECTIVES for Students.
What students are expected to do
as evidence of attaining a stated goal.

OPERATIONAL OBJECTIVES for Staff.
What the staff is expected to do
to help students attain their objectives.

Listed below are examples of typical behavioral objectives for students. Note that all of the examples include specifics about how achievement is to be measured and that most of them include specifics about what level of achievement would be considered satisfactory. Particular levels of achievement designated in a progression of learning experiences will necessarily vary from one student to another and from one group of students to another. While the designation of a desired level of achievement is a crucial issue for educational decision-makers, the most important application of measuring attainment is that it guides the

continuous progress of the least as well as the most capable student from one measurable objective to the next. The following are examples of behavioral objectives for students:

> Given a reading selection and a list of incomplete sentences based upon it, the student will complete each sentence by filling in the appropriate detail from the selection. *
>
> Given an instance in which man has altered his environment, the student will name positive and negative effects of the alteration.*

The following is an example of a typical operational objective for school staff members:

> To keep programs current in terms of student needs, the faculty will develop specific objectives for each curricular offering of the institution within the next five years.

At every rung of the ladder of means and ends it should be asked, "If students are expected to do such and such, what should the staff be expected to do?" In terms of behavioral objectives for students and operational objectives for staff, the ladder or ladders of means and ends would look as follows.

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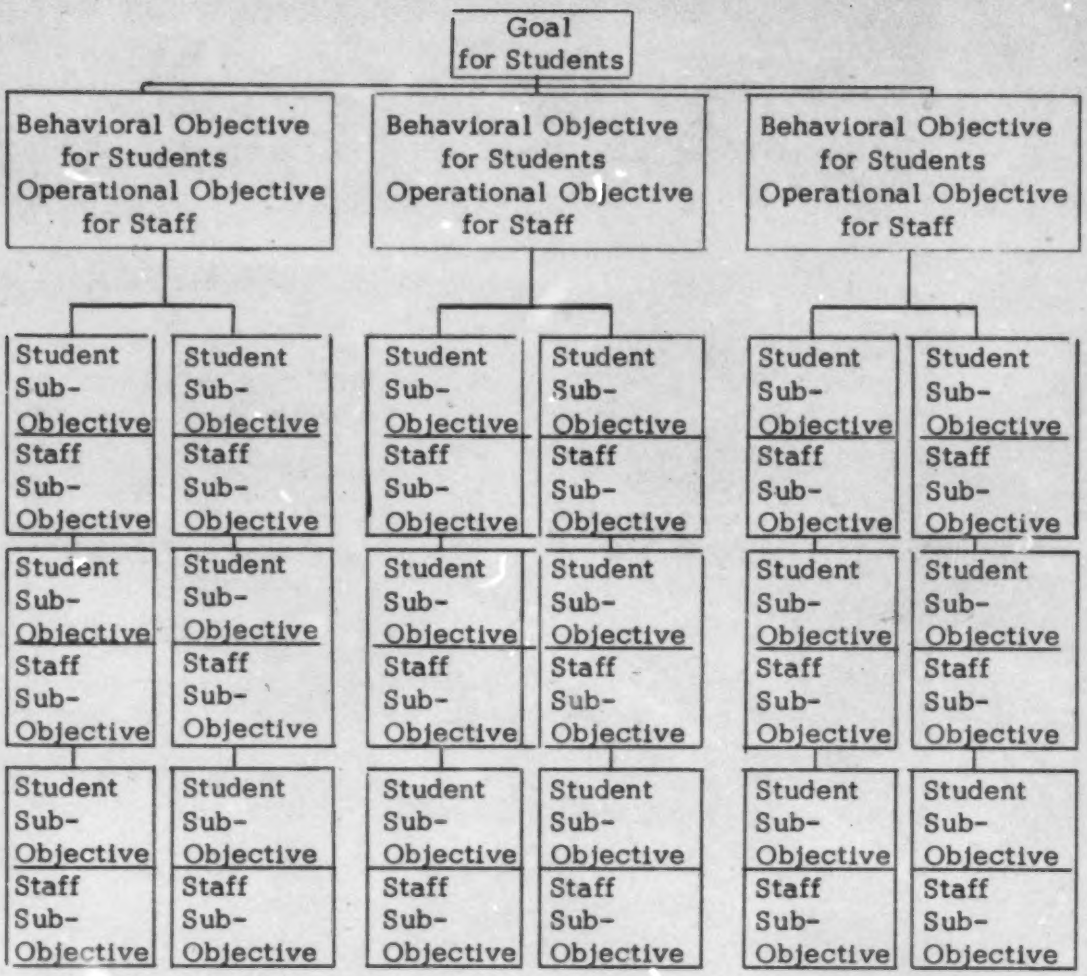
* From Instructional Objectives Exchange, a project of The Center for the Study of Evaluation. Marvin C. Alkin, Director. UCLA Graduate School of Education, Los Angeles, California 90024.


Goal for Students
Behavioral Objective for Students Operational Objective for Staff
Behavioral Objective for Students Operational Objective for Staff
Behavioral Objective for Students Operational Objective for Staff
Student Sub-Objective
Staff Sub-Objective

For example, to develop a plan to arrive at a designated goal for the student, the following checklist of questions could be asked and plans for appropriate staff actions be made. This approach can be used at any level of student development; however, the degree of sophistication would vary drastically from level to level.

Student Goal
(Course or Offering)

Behavioral Objectives for Students

1. What knowledge should be displayed by the student which would help him to achieve this goal?

2. What skills should the student be able to perform which would help him to achieve this goal?

3. What attitudes should the student evidence which would help him to achieve this goal?

Operational Objectives for Staff

1. What mix of existing and/or new instructional practices and learning activities would be most effective for helping the student to acquire the knowledge, skills, and attitudes stated in the behavioral objective above?

2. What mix of existing and/or new curricular offerings would be most effective for helping the student to acquire the knowledge, skills, and attitudes stated in the behavioral objective above?

3. What mix of existing and/or new cocurricular offerings and school-sponsored activities would be most appropriate for helping the student to acquire the knowledge, skills, and attitudes stated in the behavioral objective above?

4. What mix of existing and/or new supportive services for students would be most effective for helping the student to acquire the knowledge, skills, and attitudes stated in the behavioral objective above?

5. What mix of existing and/or new supportive services for staff would be most effective for helping the student to acquire the knowledge, skills, and attitudes stated in the behavioral objective above?

6. What mix of existing and/or new supportive services for the community would be most effective for helping the student to acquire the knowledge, skills, and attitudes stated in the behavioral objective above?

7. For the student to acquire the knowledge, skills, and attitudes stated in the behavioral objective above, are there any changes necessary in existing policies, rules, regulations, or practices?

8. What mix of existing and/or new management practices would be most effective for helping the student to acquire the knowledge, skills, and attitudes stated in the behavioral objective above?

SUMMARY

A plan is made up of a sequence of minor objectives designed to achieve a major objective. An objective is a selected, measurable target which can be scored. To be "hitable" and "scoreable" each target or objective for student and staff should include specific identification of (1) who (the performer), (2) is to do what (the performance), and (3) how attainment is to be measured (the standards). All staff objectives--all actions taken in the areas of instructional and management practices, curricular and cocurricular offerings, supporting services, and institutional policies--are means to achieve the major objective. That major objective is a favorable behavioral change on the part of the student, dependent upon a favorable change of knowledge, skills, or attitudes. Being specific about the desired levels of attainment for students and staff accomplishes two purposes: (1) it spells out "how we are to get from where we are to where we want to go" and (2) it specifies "how we will know" whether or not progress is being made. Measurable objectives for students and staff are thus built into the development of the action plan. They constitute the evaluation design for the plan.

EVALUATION DESIGN

Student evaluation is the process of gathering, recording, and interpreting data which will indicate the extent to which stated behavioral objectives for students have been attained. Staff evaluation is the process of gathering, recording, and interpreting data which will indicate the extent to which stated operational objectives for staff have been carried out.

Basically, it is programs that are evaluated, not students. Specifically, the extent to which a student succeeds or fails is a measure of the extent to which a given program has succeeded or failed for him. Programs and courses are successful when they help students to acquire the knowledge, skills, and attitudes necessary to meet their needs. When a course fails to meet student needs, it is more exact to say that the course has failed the student than it is to say that the student has failed the course.

Evaluation is a means for determining the extent to which desired results and actual results coincide. Each stated objective for student and staff is an evaluation checkpoint for determining progress to that point. Checking the accomplishment of both intermediate and terminal objectives results in a system of continuous evaluation. Such continuous evaluation of student and staff performance provides the "feedback" necessary for making timely revision in the program to meet the needs of students.

Matching objectives and appropriate measurement techniques is a crucial decision for planners and evaluators. The examples of objectives given in these guidelines have involved direct observation of performance by students. This type of objective-referenced evaluation does not depend upon

norms indicating the average or median achievement of the group concerned. Objective-referenced evaluation, often referred to as criterion-referenced evaluation, determines the "can-do" or "can't do" achievement of the individual or group being evaluated. Norm-referenced evaluation determines the average achievement of the group being evaluated, and the individual's score is then reported in relation to a national or local norm. A combination of objective-referenced and norm-referenced measurement can be used. In either case, evaluation depends upon establishing a standard of measurement for reporting and comparing gains or losses.

The number of evaluation techniques and instruments is extensive. The range of choices includes standardized achievement and aptitude tests to measure knowledge, skills, and abilities. To measure attitude and creativity, there are attitude scales, creativity scales, social interaction scales, motivation scales, personality inventories, and self-concept rating instruments. Other techniques for analyzing attitude and self-expression are word-association exercises, sentence completion, story completion, and role playing. Cumulative records, anecdotal records, case studies, individual group conferences, interviews, questionnaires, and opinion polls all have a part to play in evaluation. Surveys and follow-up studies of dropouts, job and college success, delinquent students, the number of students participating in cocurricular and school social events, truancies, etc., also play a part in a comprehensive evaluation system. The method of measurement will vary depending upon the objective.

Again, student evaluation is the basis of program evaluation. Unless evaluation is used to further the student's educational achievement by improving existing programs or bringing about needed programs, it has not gone far enough.

The evaluation design itself can be evaluated in terms of the extent to which it results in improved teaching-learning practices; curricular and cocurricular programs; supporting services for student, staff, and community; institutional policies and practices; and management practices. In turn, improvement in these operational areas is determined by the extent to which the student's achievement is improved and his educational needs are met.

APPROVAL

The questions "Where Are We," "Where Do We Want To Go," "How Do We Get There," and "How Will We Know" have been answered. Needs have been identified, goals and objectives have been selected, implementation programs have been developed, and evaluation procedures have been designed. The tasks necessary for developing a comprehensive, continuous, and long-range educational plan have been completed.

A contract committing the institution to implementing the plan should now be drawn up by the governing body of the institution and submitted to the Office of the Executive Director, National Association of Schools and Colleges, who will be responsible for the Association's review of the contract and its submission to the Commission on Postsecondary Education and the Board of Directors. The designated contract-accreditation review committee will evaluate proposed contracts on the basis of the following check list:

1. The extent of institutional-constituency involvement in the development of the improvement plan.
2. The thoroughness with which present needs were analyzed.

3. The thoroughness with which future goals and objectives were determined.

4. The thoroughness with which improvement plans were developed.

5. The thoroughness with which evaluation procedures were developed.

Agreement to the contract and the subsequent implementation of its commitments constitute accreditation by contract.

IMPLEMENTATION

An action plan for educational improvement based upon specific, measurable objectives makes it possible to take timely action on the basis of measured progress toward these objectives. That is, a plan based upon measurable objectives makes it possible to manage the plan on the basis of these objectives. Management-by-objectives is at the heart of implementing the type of contractual plan for educational improvement proposed here. Each objective for student and staff constitutes a checkpoint for the implementation of the plan. In turn, the action taken at each checkpoint is dependent upon continuous feedback or evaluation concerning progress to that point. Continuous evaluation and management-by-objectives are therefore inseparable. Commitment to accreditation by contract is, then, a commitment to the implementation of planned educational improvement based on continuous evaluation and management by student and staff objectives.

Accredited status is granted initially for a period of five (5) years and is extended each year for an additional one-year period.

Such extensions are based upon a review of an annual written report prepared by the institution and submitted to the Association.

An on-site visit to the accredited institution is conducted by a visiting team appointed by the Association every four (4) years to review the progress and performance, strengths, weaknesses, etc. Failure of the institution to implement and maintain its approved contract will result in the institution being placed on probation, and ultimate loss of accreditation and membership in the Association.

Institutions that have been granted fully accredited status are assessed an annual dues of $1,500.